

LATIN NOTES

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No. 3

GOOD ENGLISH IN THE LATIN CLASS-ROOM

What Is the Latin Teacher Going To Do About It?

English I

Sammy Buge

Idols of the King

I dont like the story because it is
too much of a love tragedy where two
lady's are after the same fellow and he
cant take them both so he has to take one
and it always breaks the others heart & she
dies or else commits suicide and the
poor fellow dont know what to do or else
gets blamed for her death and it seldom that
he lives very happy with it on his mind.

The end wasnt very good either be-
cause poor Lancelot got all the blame & nothing
was said about Guinevere. It would have
been better if Lancelot had married
Elaine. It would have just saved
what Guinevere did and she was nothing but
a proud vain woman anyway. Of course Lancelot
couldnt do that for he would have been fired
from court but it would have made the story
better if he had married Elaine and left
Guinevere get stung.

An English exercise found upon the floor of the study
room in one of the large high schools of the Middle West.

The high school freshman who wrote this theme is
doubtless typical of some in your own school. He may
even be taking Latin with you and handing in exer-
cises which betray a colossal ignorance of the first prin-
ciples of good English. Just how are you proposing to
deal with his deficiencies? Rebuke the pupil for his
carelessness and let the matter drop? Take the paper to
the English teacher with the unspoken accusation
that it is all her fault? Or work out some plan of pro-
cedure in your own class which will either add to the
pupil's knowledge of fundamental points of good Eng-
lish, or at least provide a means for making him use
what he does know? In other words, are you helping
to make good the claim that the study of Latin offers
superior opportunities in the way of training in English
expression or are you hurting the Latin cause by mak-
ing it evident to the impartial observer that this study
has no contribution to make in this connection? The
sensible teacher, of course, is doing her best to supple-
ment the efforts of the department of English, realizing
that such training should be a common burden and
therefore shared by all the departments of the school.

A CONCRETE DEVICE IN THE WAY OF SUGGESTION

It has been the experience of the writer that pupils
will develop a critical sense regarding English expression
in connection with translation if the teacher insists
upon it from the very beginning. Their progress will

be much faster, however, if some concrete machinery is
at hand which interests them and makes it easier
for them to do regular and systematic work along this
line. "Connection! Cards" (8 x 5 in.) afford an oppor-
tunity of this character. In order to make them of the
utmost benefit, the teacher should underline (either in
the advance or in the review—preferably the latter)
certain expressions in the text which call for special
skill in the way of translation. These should be copied
upon the cards with the best translation which the pu-
pil can work out, and handed in later in the week.
They should be discussed in class and the pupil should
be given an opportunity to compare his skill with that
of other members of the group. In order to show the
way in which such a plan works out in actual class-room
procedure, the following illustrations of "Translation
Cards" are given:

I.

CONNECTING LATIN WITH ENGLISH EXPRESSION

(Text—Fabulae Faciles*)

Name..... Date.....

Latin Expression	English Translation	Reference
orta luce.....	at daybreak.....	p. 16, 1.222
qui praesidio navi essent.....	to guard the ship.....	p. 18, 1.226
dum ea geruntur.....	while these events were taking place....	p. 17, 1.239
id negotium summi periculi.....	this was a very dan- gerous undertaking..	p. 17, 1.241
omni timore sub- lato.....	entirely relieved of their fear.....	p. 17, 1.250

* Scott and Sanford's Second Year Latin.

II.

CONNECTING LATIN WITH ENGLISH EXPRESSION

(Text—Gleason's Ovid)

Name..... Date.....

Latin Expression	English Translation	Reference
deprecor hoc unum.....	against this request alone do I protest.....	1.437
tua corrige vota.....	change the object of your desires.....	1.437
dictis tamen ille repugnat.....	in spite of all, the youth rebels at his warnings....	1.451
labor est inhibere volentes.....	the difficulty is to check their eager rush.....	1.476

The chief value of the device suggested above lies in
the establishment of a habit of thinking of English ex-
pression in a critical way. Care should be taken to
see that the number of translations so treated is not too
large (the card provides for only five each week) and
that the practice be discontinued, in this special form
at least, when pupils have passed beyond the stage where
it proves effective.

ON METHOD IN TRANSLATION

Translation from any language into another consists of two quite distinct steps, which under no circumstances can be reduced to one. These steps are:

1. Grasping the meaning of the original. One can not interpret that which one has not first striven to understand. And translation is everywhere a process of interpretation, not a matter of turning words into equivalent words in another tongue.

2. Expressing the ideas so grasped in terms of the other language. If the latter be English, this second step differs in no important way from any other effort we make to express thoughts in our mother tongue. If we once have clearly in mind the thought expressed by Caesar, for example, in a particular sentence or paragraph, it ought to require no more than everyday care in the handling of English to make that thought readily intelligible to any attentive listener. One can never neglect this second step without serious loss, but most of the troubles of the inexperienced arise from a failure to realize that there are two totally different steps, or from helpless stumbling in the first of them.

At the Peace Conference of 1919, where some of the leading statesmen present knew little English and others little French, it was a matter of the utmost consequence to have a clever interpreter, who had the training of a lifetime in first grasping the meaning of statements and entire arguments in the language used by the speaker at the moment, and then in repeating every essential of those statements and arguments in the other language. That was real and vital translation, requiring mental power of a high order, but based upon a logical method in itself simple and transparent.

The problem for the translator of the Latin text is made much clearer if one imagines oneself an interpreter, listening to the spoken words of Caesar or Cicero or Vergil, with attention all alert to catch the meaning of every phrase and clause as it comes, to see the drift of the now completed sentence as a whole, and then carefully choosing the best English expressions to convey those same thoughts to imaginary listeners with all possible precision and with the same relative emphasis. For, as the interpreter at Paris was careful not to over-stress minor points, to the detriment of those of greater import, so in the classroom or the study we must mark all such differences of light and shade, and reproduce them so far as possible in our English version.

Our task then is no routine, mechanical transference of Latin words into English equivalents, according to the equations furnished by vocabulary or lexicon; for those who so proceed rarely bring out the real meaning and the connection, and then rather by chance than otherwise. We are to absorb the meaning of the original with every care to miss nothing of consequence, and having done so, consider next how these ideas would be expressed by us, if they were quite our own, and not derived from a foreign writer.

—Frank Gardner Moore,
Columbia University

A LETTER FROM THE FRONT

SEXTIA TITURIAE SUAE SALUTEM

Gratissimas scito fuisse litteras, quas a te modo acceperim. Mirabar is quare in ulteriore Gallia tam diu commorata essemus ego et mater, et quid ipsa, quindecim iam annos nata, inter hos barbaros facerem. Romam profecto ad vos redire malleamus. Num tu hoc dubitare potes? Sed pater meus, ut scis, mercator est; et mercatores apud exterarum nationum cum suis aut habitant aut vagantur, dum merces suas vendunt sive barbarorum mercibus commutant. Hic autem rogas fortasse quid tandem mercator Romanus a Gallis emere velit.

Quod incredibile videbitur nunc tibi dicam. In hoc oppido, quod Bibracte appellatur, permulti habitant fabri, qui gladios, galeas, et alia ferro atque aere faciunt. Nec sine arte quadam colores vitro similes in aes imponunt, tum illos igne fervefaciunt. Ita ornata arma

atque instrumenta magni aestimant Galli. Haec igitur pater emere solet, quae per alios deinceps mercatores vel ad ultimas Gallorum gentes vel in ipsam Italiam mittantur. Tito fratri meo gladium pulcherrimum nuper dedit. Mihi quoque fibulas tres, clarissimis coloribus eo modo quem dixi ornatas emit mater.

Oppidum autem, in summo monte positum, Haeduum caput habetur. Firmissimam fuisse hanc gentem et Romanis amicissimam ferunt. Nunc autem principatum Galliae dimiserunt. Et timent ne Caesar etiam libertatem sibi erepturus sit, qui Helvetios maximo agmine novos fines petentes cum exercitu secutus haud procul abesse dicitur. Huc igitur brevi tempore adveniet.

Interim Haeduum princeps, qui Dumnorix appellatur, suos deterret, ne frumentum conferant, quo utantur Caesaris milites. Frater ei est, cui nomen satis barbarum. Diviciacus enim vocatur, nisi nomen parum recte scripsi. Is druidum summus est, sive sacerdos omnium maximus. Romam cum paucis ante annis iter fecisse audivimus, ut a senatu auxilium peteret. Romanos igitur diligere videtur, et summum in Caesarem studium ostendere.

At frater eius Dumnorix nos odit, et quamquam ceteri Haedui Helvetios per agros suos hac transire nolunt, idem illos iam per Sequanorum fines traduxit. Inter haec pericula quid nobis tandem faciendum est? Effugiamusne? Sero iam illud conabimur. Et in hoc loco munitissimo, inter Haeduos amicos, tutiores esse poterimus. Sed quam Romae vellemus! Vale et nos ama. Dabam mense Iunio Bibracte.

—Frank Gardner Moore,
Columbia University

A SUMMARY OF ROME'S HISTORY

The Roman Republic, originally a small city-state with a population of farmers and tradesmen occupying a territory of a few miles square on the lower Tiber, had early in its history developed a genius for war and colonization, for municipal organization and commerce. By the beginning of the third century B. C. it held a dominant position in central Italy, not only among the Umbro-Latin communities of which it was one, but more widely throughout the territory inhabited by the kindred stocks of Sabellians and Oscans. By the decay of the once great Etruscan League it had been brought into direct contact with the Celtic peoples who then occupied the Po valley and the Lombard plain. At the other end of the Italian peninsula it had come into close relations, whether peaceable or hostile, with the Greek or semi-Grecized states of Southern Italy and Sicily. These relations, alike in commerce and in politics, were necessarily extended further. Sicily was the strategic center of the Western Mediterranean, and was in joint Greek and Carthaginian occupation. Its control was vital to any Power which sought expansion in those seas and in the circle of surrounding countries, Italy, Southern Gaul, Spain, and Northern Africa.

Rome and Carthage became rivals for that control, and for the commercial and political predominance which it carried. The armed conflict between them lasted, with intervals, for more than a hundred years, and was only ended by the total destruction of Carthage. The Second Punic War, a desperate struggle of seventeen years during which Rome was brought to the brink of ruin by the genius of the Carthaginian general Hannibal, left indelible traces on the Roman imagination, no less than on the course of Rome's subsequent history. She emerged from the contest mistress of Italy, and a world-power; but also with a loss, never wholly repaired, of her older and nobler traditions, of simplicity, patriotism, a high standard of honour, all that was meant by Roman virtue. The poison of wealth, the greed for exploitation of subject countries, the craving for idle amusement and the excitements of town life, crept into all classes of the community. The

Gift
Miss Gertrude Freed
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century which passed between the destruction of Carthage and the dictatorship of Julius Caesar is a record of immense material and territorial expansion, of corrupt and increasingly incapable government, of domestic dissensions and sanguinary civil wars. The huge monarchies of the Near East, founded by the marshals of Alexander the Great, in the provinces of his gigantic empire, were crumbling to pieces, and one after another fell by conquest, or lapsed as derelict, into Roman control, as those of India passed under British rule in the century between the battle of Plassey and the annexation of the Punjab. The kingdoms of Macedonia, Asia, Syria, became Roman provinces; Egypt became a Roman protectorate. The vassal monarchies of the Asiatic frontier, fragments of the enormous Seleucid empire, followed suit. The whole Mediterranean was turned into a Roman lake. The new Oriental provinces were the richest, the most populous and the most highly civilized part of this enlarged dominion. The fatal lure of the East began to work. The ghost of Alexander's empire, which had stretched from the Adriatic to the Indus, from Bactria to the Sudan, kept rising from the grave to vex and dazzle the imagination of the West. The Asiatic policy of Rome, like her Asiatic frontier, was in perpetual fluctuation. In Virgil's seventeenth year, a great Roman army, led across the Euphrates on a mad venture of mixed conquest and plunder, was utterly destroyed by the Parthians in the Mesopotamian desert.

All the while, things had been going badly at home. Roman control of Italy became more and more oppressive. The Italian peoples, held down by a splendid system of military roads and a network of garrisoned Roman colonies, were treated not as allies but as subjects. But under this pressure there arose the feeling of joint Italian nationality. It showed itself on both sides; at Rome, by a movement towards incorporation of Italy in the Roman Republic; in Italy, by a movement to shake off the Roman yoke and create an Italian nation out of the complex aggregation of tribes, communities and municipalities which filled the peninsula. After smouldering for many years, the fire blazed up on the assassination of the Roman tribune who had brought forward legislative proposals for remodeling the constitution and extending Roman citizenship to all the allies. The Social War broke out. An Italian government was set up, and a new capital founded in the center of the peninsula. The immediate object of the revolt failed; Roman arms were conquered after three years of desperate fighting. But in the course of the war or immediately after it, Roman citizenship was given to all Italy south of the Po. The status of the north remained long anomalous; it was not until 42 B. C., the year of the battle of Philippi, that Cisalpine, the whole region between the Alps and the Apennines, ceased to be technically a province. It was in that region that Livy, the creator for all time of the Roman legend, and Virgil, the prophet and poet both of unified Italy and of imperial Rome, were born.

Hardly had the pacification of Italy been accomplished, when intestine struggles came to a head in the Roman Commonwealth itself. Half a century of revolutions, proscriptions, and furious civil wars brought the State, and European civilization with it, to the breaking point and almost to destruction. Events crowded thick on one another; there was no time to take breath, no opportunity to recover solvency. In swift succession came the revolutionary legislation of 88 B. C.; Sulla's march on Rome, and its occupation for the first time in history by a Roman army; the Marian reign of terror; the return of the Asiatic legions and the battles of the Colline Gate; Sulla's dictatorship and massacres; civil war spreading in the provinces, and the revolt of Spain; the great slave-insurrection in Italy; pirate fleets filling the Mediterranean; the abortive revolutionary movement of Catiline; the total bankruptcy of government and the patchwork of the first triumvirate; its collapse, and Caesar's descent into Italy with his veteran army;

the world-wide Civil War of 49-45 B. C., ending with Caesar's complete victory and the establishment, under the name of a dictatorship for ten years (like the ten-years' Consulate of Napoleon in 1799), of a virtual monarchy; his assassination, which plunged the broken world into complete chaos; fresh civil wars conducted by gigantic armies; the second triumvirate and the extinction of the senatorial party as an organized force; the provisional partition of the Roman world into an Eastern and Western dominion; the long duel for empire between Octavian and Antony, determined at last by the battle of Actium; and then the forty-five years' principate of Augustus. "The Empire is peace" was the motto of the new government. It set itself slowly and steadily to restore order, to liquidate debt, to fix and guard the frontiers, to revive agriculture, to organize administration, to reinstate religion and purify morals. The Roman world had been racked and was bleeding to death; the Roman virtue had nearly perished; there was a great material and moral bankruptcy. The task was to save all that was possible out of the general wreckage. Yet hope was not lost. A new generation was growing up. Spirit, energy, and genius survived. Men's minds were ready to turn from the past as from a horrible nightmare, to apply their whole energies to reconstruction, and even to hail, in the *Pax Augusta*, the dawn of a new Golden Age.

From Mackail's *VIRGIL AND HIS MEANING*,
—Marshall Jones, Boston

LATIN PACKAGE LIBRARIES

The Bureau has a limited number of sets of material on hand which are now being sent out in answer to requests. It is expected that these packages will not be kept longer than ten days and that they will be returned with postage for transmission. The material deals with the following topics:

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|----------------------|--------------------------|
| 1. Teaching Latin | 10. Vergil |
| 2. Courses of Study | 11. Rome and the Romans |
| 3. Vocabulary | 12. Classical Mythology |
| 4. Translation | 13. Classical Clubs |
| 5. Forms and Syntax | 14. Equipment |
| 6. Prose Composition | 15. Value of Latin |
| 7. First-year Latin | 16. Training Courses |
| 8. Caesar | 17. Latin Tests |
| 9. Cicero | 18. The Classical Survey |

WANTED

The Service Bureau needs immediately from twenty-five to fifty copies of a great many articles, bulletins, teaching outlines, courses of study, lists of equipment, programs for entertainments, and interesting data of any kind connected with the titles listed above. Contributors will confer a favor by attaching their names to whatever is sent. The number of Latin Package Libraries which the Bureau can distribute is largely dependent upon the co-operation of the teachers of the country.

NOTICE REGARDING BULLETINS

The response to an inquiry in the November NOTES as to the extent to which teachers would be interested in the publication of certain bulletins, has been so satisfactory that there is little doubt concerning the necessary financial support. It only remains to collect the proper material and prepare it for publication.

A SCIENTIFIC TERM EXPLAINED

We often hear the statement that terms in botany are very largely derived from Greek and Latin words. Here is an illustration of just one term which may serve as a type of many others: We read that certain plants have "lactiferous vessels." This strangely sounding word comes from Latin *lac* meaning "milk" and *fero* meaning "to carry." We are not surprised, then, to find that these are vessels which carry a milk-like sap to certain parts of the plant.

"INTER TOT CURAS TOTQUE LABORES"

Why the Results of My Teachings Are Unsatisfactory

"In many respects the conditions under which I teach, in a large city high school, are particularly favorable. I have such equipment as I need, all the reference books I have asked for, supplementary readers, maps, charts, an excellent lantern and screen. Both the City Superintendent and the Principal of my school believe in Latin, and are sympathetic and as helpful as they can be under existing circumstances. Moreover, a tradition persists in our school that Latin is valuable and more or less interesting, and about a fourth of all the pupils elect it. I firmly believe that our Latin classes are composed of as fine boys and girls as can be found in any school of the same sort in the country. Since most of them expect to go to college, and have intelligent and ambitious parents, they are willing to do at least *some* work.

Yet in spite of all these advantages, I am often on the verge of despair. I arrive at school at eight o'clock in the morning and, except when I have to go to a meeting down town, I stay until after five o'clock every afternoon. I stay up late a great many nights, correcting papers and planning lessons. And still, no matter how earnestly I try, I find that I can never accomplish as much as I know I should. I find it very hard to prevent an unreasonable number of failures, to see that people who are capable of getting college recommendation do enough work to deserve the much-coveted mark, and to prepare those of my pupils who wish to take them for the Board Examinations.

The reasons for this unsatisfactory state of things are not far to seek. In the first place, each teacher has so many pupils in a class, and so many classes (six for regular teachers and five for heads of departments) that it is impossible to adapt the course to the varying abilities of the pupils. Consequently, as all experienced teachers know only too well, the few distinctly superior pupils never do as much work as they could do, and the slowest ones grow sadly accustomed to failing or to doing nothing but poor work. Since our periods are never more than forty minutes long, and are often shortened or dropped altogether, I have found it unwise to use the recitation period for work with individuals or groups. I can almost never arrange for a meeting at any other time with several people who need the same sort of instruction or help. And obviously one cannot give much individual attention to each of a hundred and eighty, or even a hundred and fifty pupils.

The most serious of all my difficulties, however, is the fact that both my pupils and I are engaged in too many activities not connected with class work. If one of my pupils needs to be helped, it by no means is easy to find a time when both he and I are free. I have many duties besides teaching; office work, chaperoning, acting as faculty adviser for a club and for the senior class. I have to go to Faculty Meeting one day each week, and to other professional meetings and lectures.

As for the reasons which prevent my pupils from coming to me to be helped, my courage fails in any attempt to do justice to their number or their importance! At this moment the following occur to me, because they have recently interfered with my efforts: extra band practice or orchestra rehearsal; work in the Newspaper Office, or the Lost and Found Department, or the Ticket Office, or the Candy Stand, or the Cafeteria, or the Treasurer's Office; rehearsal for a play, or the opera, or the oratorical contest, or for Class Day or Commencement; dancing or swimming classes; extra practice of the Girl's Gym Squad; Platoon Drill; meeting of the Athenaeum Society, or of the Journalists, or of one of the half-dozen other clubs. In all seriousness, though I have been in the school a long time, I could not possibly remember all the activities sponsored by the school, any one of which might legitimately prevent a boy or girl from making an appointment with a teacher after three o'clock. I have not mentioned our Christmas work,

in which almost everyone in school engages for a month before the holidays. I have said nothing about debating or even about athletics!

Every year our school life grows more complex and exacting. Its demands upon teachers and pupils, especially those pupils who are Student Body officers and managers, are too great. For example, the business of the treasurer's office last year amounted to more than a hundred thousand dollars. The treasurer has, of course, a faculty adviser, but the boy himself has a great deal of responsibility and works many hours after school and on Saturdays. Many of the other boys and girls have equally onerous duties.

I do not underestimate the value of all this extra-academic work. Much of it is splendid training for citizenship, and, incidentally, it often fosters especially cordial and delightful relations between teachers and pupils. But the fact remains that the academic work itself suffers.

My difficulties, then, are all due to one cause. My pupils and I do not have time to do the work which we are expected to do. I need more time to do the sort of class work which will not leave me forever conscience-stricken, and leisure to do more reading, to keep professionally fit, and to be more of a real person."

The above communication was not written for publication. But because it sets forth in a vivid way the handicaps which a very large number of scholarly and earnest teachers in our public schools are meeting, it will doubtless be interesting to the readers of *LATIN NOTES*. It should have a special significance, moreover, for those who are charged with the responsibility of formulating such recommendations for future procedure in connection with the teaching of Latin as may be embodied in the report of the Classical Survey. The standard of Latin instruction cannot be raised by ignoring the conditions under which teachers are working. And while there are many types of schools other than the large city high school which must be taken into consideration, it is altogether probable that such difficulties as the writer of this letter encounters are more widespread than the average person imagines.

DETAILS OF EQUIPMENT

Gummed letters for making signs may be obtained from the Willson Company, 624 W. Adams St., Chicago, or from the Shapgold Printing Company, 4 West 26th St., New York. Size 1 (one-half inch) is very helpful for scrapbook headings and bulletin boards (an envelope containing 10 costs two and one-half cents). Larger sizes may be obtained. Boxes containing 1000 letters are sold for \$3.00.

Teachers who have the habit of clipping newspapers and magazines with a view to collecting references will do well to write to the *U-File-M Binder Manufacturing Company* at Syracuse, N. Y., for a catalog of their manila folders.

Grimm's Bookbindery at Madison, Wisconsin, will make scrapbooks to order. Loose-leaf books are especially useful since the pages can be put on the Bulletin Board before they are finally assembled in permanent form.

BOOKS

With Caesar's Legions—The adventures of two Roman youths in the conquest of Gaul, by R. F. Wells; Lothrop, Lee and Shepard Co., Boston; price \$1.50.

Octavia, by S. Van Santvoord; Dutton; price \$2.50.

History of Rome, by Tenney Frank; Henry Holt and Co.; price \$3.50.

Elementary Lessons in Latin, by Otto A. Wall; C. V. Mosby and Co., St. Louis, Mo. (A text for students preparing for a course in Pharmacy.)